

SPEECH PATHOLOGY

Primary Student Fluency Therapy

HOME PRACTICE BOOK

**Please bring this to your next Speech Pathology session as well as
your practise materials.**

Student's Name: _____

Speech Pathologist: _____

Phone Number: _____

Introduction

The Primary Student Fluency Therapy program is designed to assist a parent/agent in delivering fluency (stuttering) treatment in a student's everyday environment. Your student's speech pathologist will train you in implementing the program and measuring stuttering through weekly therapy sessions. The measures of stuttering (called Severity Ratings), along with measures taken by the speech pathologist in the therapy sessions, will guide progress through the program. The speech pathologist will also monitor and adjust home practice tasks at these weekly sessions, and will seek to ensure that treatment is a positive process for the student.

The program is conducted in two stages. In the first stage, weekly sessions occur, with you as the parent/agent completing practice/treatment tasks at home/school. When a very low level of stuttering is achieved, the second stage will commence. The second stage involves less frequent treatment and sessions; provided that a low level of stuttering established in the first stage is maintained.

Information in this booklet covers:

- Verbal Contingencies
- Severity Ratings
- Structured and Unstructured Treatment Conversations
- Useful Things to Remember...

Other Resources:

- Fluency Stairs
- Home Practice Instruction Sheets (for Speech Pathologist to complete at reviews)
- Fluency Progress Charts (Severity Rating Scale)

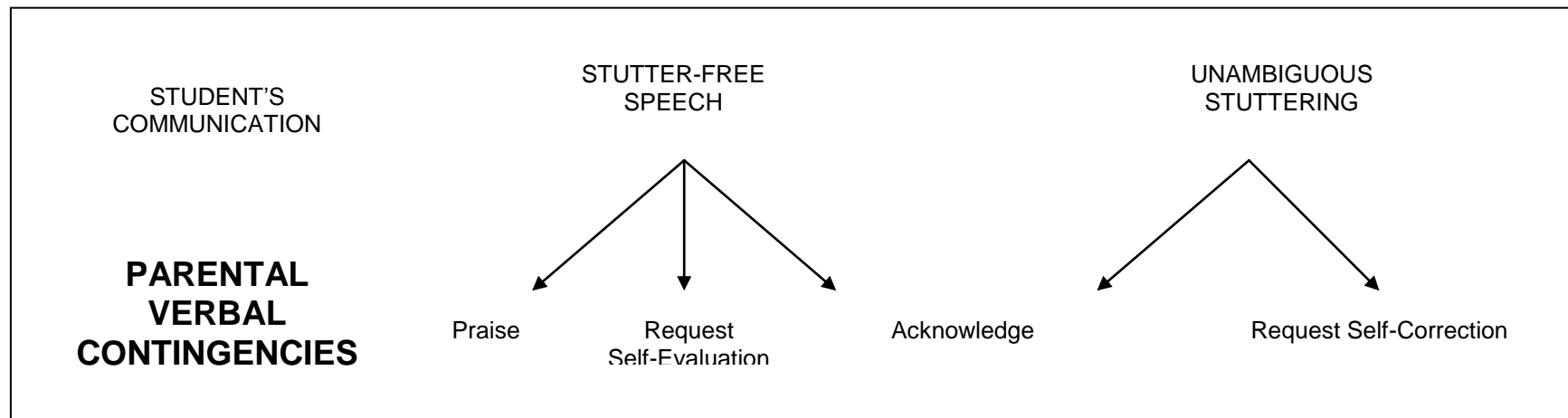
IMPORTANT NOTE:

It has been discussed with you prior to the start of this therapy package that it involves a commitment from you as a parent/agent. This commitment involves: attending weekly one hour appointments during school hours; completing daily severity ratings for your student; completing home practise tasks; and bringing severity ratings and practise materials to sessions with your speech pathologist. Further to these, if two therapy session appointments are missed, then this therapy package will be discontinued and other treatment options will need to be considered with your speech pathologist.

Verbal Contingencies

Verbal contingencies are an essential strategy within the therapy program. Verbal Contingencies are comments that a parent makes after periods of stutter free speech and after instances of unambiguous (obvious) stuttering. These comments or responses should be given as soon as possible after the student's speech and in such a way that the student hears them. When acknowledging unambiguous stuttering, the parent/agent should use a neutral and non-punitive tone of voice. Verbal contingencies may be used for stutter-free speech to acknowledge (eg. "That was smooth"), praise (eg. "That was great talking") or to request self-evaluation (eg. "Was that smooth?"/"Were there any bumpy words then?"). Verbal contingencies are also used after stuttering to acknowledge (eg. "That was a bit bumpy") and to request self-correction (eg. "Can you say that again?"/"Say _____ again")

Verbal Contingencies are summarised in the diagram below and on the following two pages.



Verbal Contingencies (cont)

Parental Verbal Contingencies for Stutter-free Speech

Praise

- Find a way that is comfortable for you
- Vary the wording
- Be sincere
- Avoid over doing it
- Examples:
 - Good talking!
 - You sound great!
 - Lovely smooth talking!!
 - Super smooth!

Acknowledge

- Neutral comment
- Can be used in conjunction with praise
- Used when students are sensitive to praise
- Examples:
 - That was smooth
 - You said that smoothly

Request for Self Evaluation

- Use only for stutter-free speech
- Parent asks for the student's opinion
- Expected answer is "yes"
- Not a test/interrogation
- Maybe for one utterance or a longer period
- Parent reinforces the student's correct self evaluation
- Useful when other contingencies have little impact
- Examples:
 - Hey did you say that smoothly?
 - Was that smooth talking?

Verbal Contingencies (cont)

Parental Verbal Contingencies for Unambiguous (obvious) stuttering

Acknowledge

- Use with caution
- Look for warning signs that your student is affected by your comments
- If in doubt don't use this contingency
- Aim is to assist, not punish the student for stuttering
- Examples:
 - I heard a bump
 - That was a bump
 - That wasn't smooth
- Can be used with request for self correction; remember it is a double contingency
- Examples of acknowledgement and request for self correction:
 - That was bumpy, can you say it again?
 - Can you fix that bump?

Request self correction

- Use with caution
- Look for warning signs that your student is affected by your comments/correction
- If in doubt don't use this contingency
- Aim is to assist not punish the student for stuttering
- Stutters must be accurately identified
- Several ways to request for self correction:
 - Ask the student to say the stuttered word again eg. Can you say that again?
Can you say that smoothly?
Try that one again?
 - Ask the student to say the utterance or part of it again eg. Say _____ smoothly
Can you say _____?
 - Say the stuttered word back to the student
 - Allow the student to decline the request. If the student cannot self correct:
- Model the word
- Move on
- Beware of practising stuttering

Severity Ratings

What are Severity Ratings (SR)?

Measurement

Severity ratings are a way in which both the parent and speech pathologist can monitor treatment effects. This is a convenient and quick measurement system.

The severity rating (SR) scale ranges from 1 – 10 whereby:

1 = no stutter

2 = very mild stuttering

10 = extremely severe stuttering

Alongside severity ratings, the clinician will also take a second measure. These two measures are used to monitor the student's progress as well as determining future therapy directions.

Structured & Unstructured Treatment Conversations

Treatment in Structured Conversations

Structured conversation is directed by the parent so that the student's speech is mostly stutter-free. In contrast to unstructured conversations, the task always has a beginning and an end. The parent assists the student in achieving stutter-free speech by using verbal contingencies (e.g. praise). Verbal contingencies may be given with or without tokens/rewards. It is important that the student enjoys these conversational activities!

Treatment in Unstructured Conversations

Unstructured conversation aims to assist the student in generalising stutter-free speech in various talking contexts (e.g. talking around the dinner table vs. talking about a picture book). Therefore, the parent has to choose different times/situations across the week to implement practise. The parent uses their severity ratings to help determine if unstructured treatment is appropriate for that talking situation.

Like structured conversations, parents continue to provide verbal contingencies for stutter-free speech. A good rule of thumb for the parent/clinician is to provide five positive verbal contingencies to every correction (5:1).

Open & Close Ended Questions

Your speech pathologist will teach you how to set a task (i.e. conversation) at the most suitable level of difficulty for your student so he/she can achieve stutter-free speech. You can use different types of questions to elicit smooth (stutter-free) speech and these questions are:

Close-ended questions:

- These questions elicit a short response (e.g. one-syllable word or one word answer).
- Use these questions when your student is stuttering as closed-ended Qs will most likely provide you with stutter-free speech to acknowledge and praise.
- Use these questions more often in structured tasks.

Examples: Agent: “What colour is the car?”
 Student: “Blue.” (one-word response)
 Agent: “ How many children are in the picture?”
 Student: “Ten children.” (short response)

Open-ended questions:

- These questions elicit/require a longer response (one or more sentences).
- Use these questions when your student is producing smooth speech.
- Use these questions to make the conversation more difficult as your student has to provide more elaborate responses rather than one word responses.
- Used more often in unstructured tasks.

Examples: Agent: “What did you do at school today?”
 “What happened in the story?”

Note – Within any task, whether it be a structured or unstructured conversation, you can move between closed and open-ended questions depending on the stuttering severity of your student. These questions are used to shape the conversation.

Some Useful Things to Remember when Helping your Student to Speak Fluently

- Reinforce your student for stopping before they are going to stutter as a prevention method.
- Give your student positive reinforcement everyday for fluent speaking.
- Continue to talk to your student about their stutter. Allow your student to talk about it.
- Don't be negative about the stutter/bumps. You are simply alerting your student to them not saying that they are bad.
- Introduce a reward system. Give the student rewards for active participation in practice tasks.
- Remind your student to use stutter-free speech all day. eg. "Let's have a smooth talking day today."
- Praise your student for spontaneous self-evaluation of speech
- Remember the 5:1 rule. For every time that you pick up on a bump/stutter you must reinforce fluent speech five times. The focus must be positive.

Fluency Stairs

I can be fluent/smooth in structured tasks:

- ☐ words
- ☐ phrases
- ☐ sentences
- ☐ stories
- ☐ conversations

I can be fluent/smooth in unstructured tasks:

- ☐ words
- ☐ phrases
- ☐ sentences
- ☐ stories
- ☐ conversations

I can be fluent/smooth when I am talking with:

- ☐ my parents
- ☐ my brothers/sisters
- ☐ my speech pathologist
- ☐ my teacher
- ☐ my friends
- ☐ relatives
- ☐ people I've never met before

I can be fluent/smooth when I am:

- ☐ Reading
- ☐ on the phone
- ☐ asking questions
- ☐ angry
- ☐ being interrupted
- ☐ introducing myself
- ☐ speaking in front of my class
- ☐ working in small groups
- ☐ in the playground
- ☐ at home

Speech Pathology Home Practise Activities

Student Name:

Date:

Please practise the following activities prior to our next session:

1. _____

2. _____

3. _____

If you have any problems, please do not hesitate to contact me on 9532 1922.

Your student's next appointment is:

Regards,

Speech Pathologist

Speech Pathology Home Practise Activities

Student Name:

Date:

Please practise the following activities prior to our next session:

1. _____

2. _____

3. _____

If you have any problems, please do not hesitate to contact me on 9532 1922.

Your student's next appointment is:

Regards,

Speech Pathologist

Speech Pathology Home Practise Activities

Student Name:

Date:

Please practise the following activities prior to our next session:

1. _____

2. _____

3. _____

If you have any problems, please do not hesitate to contact me on 9532 1922.

Your student's next appointment is:

Regards,

Speech Pathologist

Speech Pathology Home Practise Activities

Student Name:

Date:

Please practise the following activities prior to our next session:

1. _____

2. _____

3. _____

If you have any problems, please do not hesitate to contact me on 9532 1922.

Your student's next appointment is:

Regards,

Speech Pathologist

Speech Pathology Home Practise Activities

Student Name:

Date:

Please practise the following activities prior to our next session:

1. _____

2. _____

3. _____

If you have any problems, please do not hesitate to contact me on 9532 1922.

Your student's next appointment is:

Regards,

Speech Pathologist

Speech Pathology Home Practise Activities

Student Name:

Date:

Please practise the following activities prior to our next session:

1. _____

2. _____

3. _____

If you have any problems, please do not hesitate to contact me on 9532 1922.

Your student's next appointment is:

Regards,

Speech Pathologist

Speech Pathology Home Practise Activities

Student Name:

Date:

Please practise the following activities prior to our next session:

1. _____

2. _____

3. _____

If you have any problems, please do not hesitate to contact me on 9532 1922.

Your student's next appointment is:

Regards,

Speech Pathologist

Speech Pathology Home Practise Activities

Student Name:

Date:

Please practise the following activities prior to our next session:

1. _____

2. _____

3. _____

If you have any problems, please do not hesitate to contact me on 9532 1922.

Your student's next appointment is:

Regards,

Speech Pathologist

Speech Pathology Home Practise Activities

Student Name:

Date:

Please practise the following activities prior to our next session:

1. _____

2. _____

3. _____

If you have any problems, please do not hesitate to contact me on 9532 1922.

Your student's next appointment is:

Regards,

Speech Pathologist

Speech Pathology Home Practise Activities

Student Name:

Date:

Please practise the following activities prior to our next session:

1. _____

2. _____

3. _____

If you have any problems, please do not hesitate to contact me on 9532 1922.

Your student's next appointment is:

Regards,

Speech Pathologist

Fluency Progress Chart

Severity Rating Scale

- 1 = No stuttering
2 = Very mild stuttering
10 = Extremely severe stuttering

NB Rating is for overall impression of the whole day.

Student: _____

DOB: __/__/__

School: _____

